**AP Modern World History Course Syllabus**

2023-2024

Instructor: David Loer

Email: [david.loer@lausd.net](mailto:david.loer@lausd.net)

Phone: 657-201-7913

**Test Date:** Wednesday, May 15, 2024

**Course Overview:**

AP World History: Modern is an introductory college-level modern world history course. Students will cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interactions between humans and the environment, cultural developments and interactions, politics and governance, economic systems, social interactions and organization, and technology and innovation. Successful completion of the course satisfies the core social studies world history requirement for graduation.

**Course Textbook:** Bentley, Jerry, Herbert Ziegler, and Heather Streets Salter. *Traditions & Encounters: A Global Perspective on the Past, AP® UPDATED Edition.* 7th edition. McGraw-Hill Education, 2021.

**Course Materials:**

Students should plan to bring to class the following materials:

* 1½-2 inch 3-ring binder to keep notes and documents
* Lined paper with 3-hole punch OR 3-hole punch spiral notebook with lined paper
* Pen, pencil, and highlighter

**Course Information**

This is a rigorous, college-level course where students will be expected to improve fundamental skills like reading, writing, speaking, listening as well as practice skills specific to the study and understanding of history such as source analysis, analyzing claims, using historical reasoning, contextualization, and creating arguments. For a full description of the topics examined during the course, students can consult the AP World History: Modern Course and Exam Description available on the College Board website. Students are also able to view an expanded syllabus on the class schoology page. Below is a brief overview of the units of study divided between Fall and Spring semester:

| **Fall 2022** | **Spring 2023** |
| --- | --- |
| Unit 1: The Global Tapestry | Unit 5: Revolutions (part 2) |
| Unit 2: Networks of Exchange | Unit 6: Consequences of Industrialization |
| Unit 3: Land-based Empires | Unit 7: Global Conflict |
| Unit 4: Transoceanic Interconnections | Unit 8: Cold War and Decolonization |
| Unit 5: Revolutions (part 1) | Unit 9: Globalization |

**Assessment & Grading Practices**

Students will be assessed according to the skills and rubrics provided by the College Board in order to prepare them for the test. Rubrics and scoring guidelines for written assignments will be provided for students to assess and improve their work through specific feedback. This course will be graded according to the principles of Equity-based grading and instruction (EGI). This system is designed to help students build proficiency in focused skills throughout the year through practice, assessment, and feedback. There are a total of 6 Learning Targets (LTs) for the school year. The goal is to demonstrate proficiency or higher in all of the learning targets during the course.

| Learning Target | Description |
| --- | --- |
| LT1 - Developments and Processes | Identify and explain historical developments and processes |
| LT2 - Sourcing and Situation | Analyze sourcing and situation of primary and secondary sources. |
| LT3 - Claims and Evidence in Sources | Analyze arguments in primary and secondary sources. |
| LT4 - Contextualization | Analyze the context of historical events, developments, or processes. |
| LT5 - Making Connections | Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes |
| LT6 - Argumentation | Develop an argument. |

Report card grades will be based on proficiency levels of ALL LTs completed at the time of the grading period. Final grades will be based on proficiency levels (not averaging) of LTs. To demonstrate proficiency (B) you must earn a 3 or above. There will be opportunities to retake and redo assignments after enrichment and corrective instructions practices such as tutoring have been completed.

| **EGI Rubric for Learning Targets:**  A score of 0 will not be entered into the grade book. Students may see an M (Missing) or I (Incomplete). Students will have the opportunity to complete the work and demonstrate growth towards mastery of the Learning Targets. | |
| --- | --- |
| **4: Advanced** | Evidence demonstrates complete, detailed, and consistent understanding |
| **3: Proficient** | Evidence demonstrates understanding |
| **2: Approaching** | Evidence demonstrates significant, but incomplete understanding: |
| **1: Developing** | Evidence does not demonstrate understanding: |
| **0: No Evidence** | With assistance from teacher, the students shows no understanding of material or no evidence is presented |

| Grading Scale: Report card and final letter grades will be assigned based on the following criteria | |
| --- | --- |
| **Letter Grade** | **Description** |
| A | I have demonstrated Advanced (4) in MOST LTs covered during the course. |
| B | I have demonstrated Proficiency (3) in MOST LTs covered during the course. |
| C | I am Approaching proficiency by receiving a score of 2 in MOST LTs covered in the course. |
| D | I am Developing proficiency in the course by scoring at least a 1 in MOST LTs covered in the course. |
| F | Has not demonstrated understanding or there is no evidence. |

**Assessment & Grading Practices (continued)**

**Late Work:** Students are expected to submit all work in a timely manner. Do not submit incomplete work - if an assignment is incomplete, speak to Mr. Loer so we can work on a plan to complete the assignment. Assignments not submitted on time will be marked Missing or Incomplete in the gradebook.

**Re (Do’s, Take’s, Assessments) : Anything below a (2) or teacher specific:**

This is offered to all students who have not demonstrated proficiency within Units of study based on Learning Targets. Using the following steps:

* Attends Tutoring to review activity
* Completes activities with assistance from teacher
* Students may be assigned activities including: Enrichment, More Practice, More Instruction
* New/Alternative Assessment is provided to student
* **Quiz Retakes**: Students wishing to retake a low-scoring quiz to improve their score must first complete a quiz retake / test correction form which they can receive from Mr. Loer

**Notes & Flashcards:** Apart from regular assignments which will mostly be completed in-class, students are expected to complete regular notes based on the assigned readings and videos that include relevant historical developments, vocabulary, and key concepts. Cornell Notes style is recommended. While the teacher may provide some in-class opportunities to work on these notes and flashcards, students are expected to complete these as homework. Notes will be collected and graded at the end of each unit. Both notes and flashcards are an essential step in preparing for class assessments as well as the AP Exam.

**Classroom Behavior Expectations:**

* **Be Respectful -** To peers, teachers, and self in both word and action; help maintain a positive culture of learning.
* **Be Involved -** Arrive ready to participate in class; be ready to read, write, speak, listen, and improve your skills!
* **Arrive On Time**
* **Put Away Cell Phones & other devices -** The first time I see the phone you will receive a verbal reminder. Second time I will ask to keep it until the end of class. Repeated phone use may result in the phone being kept until the end of the day or the parent being called to pick up the student’s phone. For further info see the LAHSA Cell Phone policy in the student handbook.
* All **LAHSA** rules and policies will apply in the classroom. Please refer to the RFK Code of Conduct for complete school rules
* Repeated misbehavior will be addressed according to the LAHSA Progressive Discipline Policy and may include student conferences, calls home, detention, parent conferences, counselor intervention, and administrator intervention

\*\*\*It is recommended that in addition to regular classwork and assessments in school, students should plan to prepare for the test outside of school through regular study. While the instructor can provide test prep book recommendations and assistance with setting up study groups, students should prepare for the test independently to have the best chance of passing.

**After reading through the syllabus, please sign and complete and return the Syllabus Acknowledgement & Student Information Sheet below**

**Syllabus Acknowledgement & Student Information Sheet & (please return to Mr. Loer)**

**Student Information - all info will be kept confidential**

| Student Name: | Preferred Name / Nickname: |
| --- | --- |
| Preferred Pronouns: | Advisory Teacher: |
| What kinds of extracurricular or out of school activities will be participating in this year?  Please list below: | |
| Sports: | Other school extracurriculars: |
| Clubs: | Jobs: |
| Please describe in 2-3 sentences how you learn best & how I can best help you as a teacher. | |
| Is there anything else you would like me to know about you? | |

**Parent / Guardian Info:**

| Parent / Guardian Name: | Phone Number: |
| --- | --- |
| Parent / Guardian Name: | Email Address: |
| What is the best time of day to reach you? | |

| Student Section: (Check off and Sign) | |  | Parent Section:(Check off and Sign) | |
| --- | --- | --- | --- | --- |
|  | I have read the syllabus and understand the expectations of the course |  |  | I have read the syllabus and understand the expectations of the course. I can contact Mr. Loer at [david.loer@lausd.net](mailto:david.loer@lausd.net) for further questions |
| Student Signature: | |  | Parent Signature | |
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